



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2009
Code: 10921292
SAU: Lisbon School Department
School: Philip W Sugg Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12

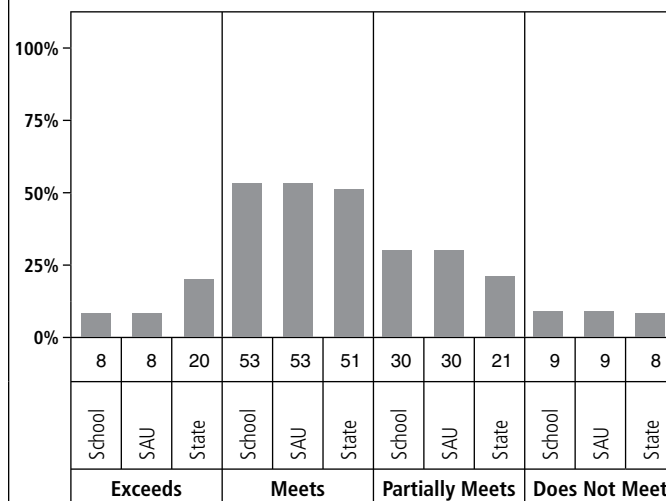
SUMMARY OF SCORES

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

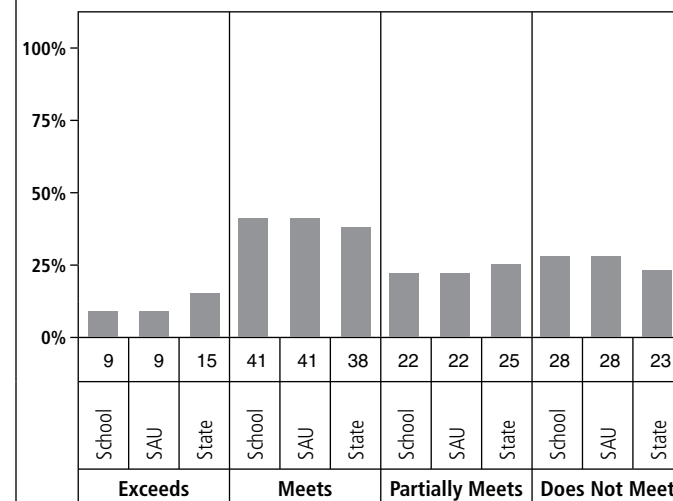
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	845	845	847
2007–2008	849	849	849
2008–2009	847	847	850
Cum. Avg.*	847	847	849
Mathematics			
2006–2007	840	839	842
2007–2008	842	842	841
2008–2009	841	841	843
Cum. Avg.*	841	841	842
Science			
2008–2009 **	847	847	846

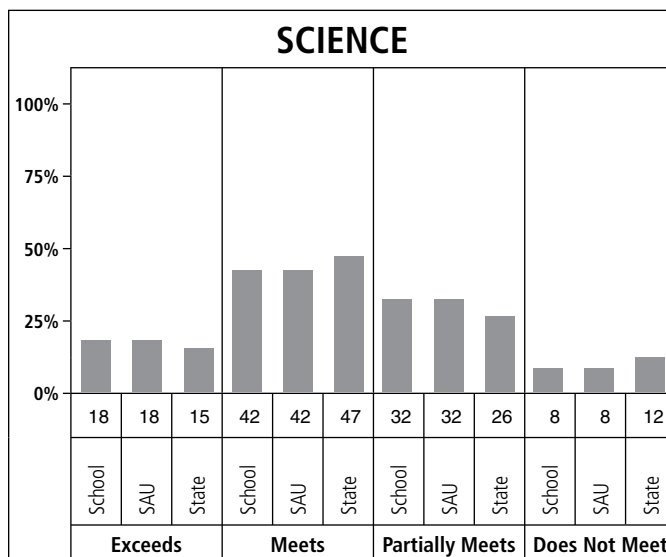
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

** Because science standards were reset in May 2009, no historical data are available

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total number of students	90	100	90	100	14804	100	89	99	89	99	14659	99	89	99	89	99	14653	99	89	99	89	99	14626	99
Ethnicity African American/Black	1	1	1	1	377	3	1	100	1	100	366	97	1	100	1	100	371	98	1	100	1	100	367	97
American Indian or Native Alaskan	0	0	0	0	119	1	0	0	0	0	117	99	0	0	0	0	115	97	0	0	0	0	116	98
Asian or Pacific Islander	2	2	2	2	238	2	2	100	2	100	232	97	2	100	2	100	234	98	2	100	2	100	234	98
Hispanic	4	4	4	4	192	1	4	100	4	100	188	98	4	100	4	100	191	100	4	100	4	100	190	99
Caucasian/White	83	92	83	92	13878	94	82	99	82	99	13756	99	82	99	82	99	13742	99	82	99	82	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	11	12	11	12	2489	17	10	91	10	91	2434	99	10	91	10	91	2424	98	10	91	10	91	2418	98
Current LEP	2	2	2	2	349	2	2	100	2	100	331	95	2	100	2	100	342	98	2	100	2	100	338	97
Economically disadvantaged	36	40	36	40	5460	37	35	97	35	97	5380	99	35	97	35	97	5377	99	35	97	35	97	5359	98
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	72	80	72	80	12132	82	69	77	69	77	12124	82	73	81	73	81	12169	82
Identified disability (PET/IEP)	3	4	3	4	379	3	3	4	3	4	380	3	3	4	3	4	425	3
LEP	2	3	2	3	166	1	2	3	2	3	169	1	2	3	2	3	168	1
504 plan	0	0	0	0	200	2	0	0	0	0	200	2	0	0	0	0	202	2
Participation with accommodations	16	18	16	18	2349	16	18	20	18	20	2347	16	15	17	15	17	2288	15
Identified disability (PET/IEP)	6	38	6	38	1877	80	5	28	5	28	1862	79	6	40	6	40	1824	80
LEP	0	0	0	0	158	7	0	0	0	0	167	7	0	0	0	0	165	7
504 plan	0	0	0	0	70	3	0	0	0	0	70	3	0	0	0	0	66	3
Other	10	63	10	63	292	12	13	72	13	72	297	13	9	60	9	60	280	12
Participation through alternate assessment (PAAP)	1	1	1	1	178	1	2	2	2	2	182	1	1	1	1	1	169	1
Identified disability (PET/IEP)	1	100	1	100	178	100	2	100	2	100	182	100	1	100	1	100	169	100
LEP	0	0	0	0	7	4	0	0	0	0	6	3	0	0	0	0	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	38	0
Non-participation – other	1	1	1	1	113	1	1	1	1	1	117	1	1	1	1	1	140	1

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	9	7	9	7	2407	16
	2007-2008	24	20	24	20	3428	23
	2008-2009	7	8	7	8	2857	20
	Cum. Total*	40	12	40	12	8692	19
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	68	53	68	52	7494	49
	2007-2008	63	53	63	53	7179	48
	2008-2009	47	53	47	53	7431	51
	Cum. Total*	178	53	178	53	22104	49
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	37	29	37	28	3628	24
	2007-2008	18	15	18	15	2706	18
	2008-2009	26	30	26	30	2979	21
	Cum. Total*	81	24	81	24	9313	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	15	12	16	12	1810	12
	2007-2008	15	13	15	13	1611	11
	2008-2009	8	9	8	9	1214	8
	Cum. Total*	38	11	39	12	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.6	60.0	33.6	60.0	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.6	58.0	11.6	58.0	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.0	61.1	22.0	61.1	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Lisbon School Department
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	88	7	8	47	53	26	30	8	9	847	88	8	53	30	9	847	14481	20	51	21	8	850
Ethnicity																						
African American/Black	1										1						362	8	43	29	20	843
American Indian or Native Alaskan	0										0						116	10	46	26	18	843
Asian or Pacific Islander	2										2						231	28	43	19	10	851
Hispanic	4										4						186	17	48	23	12	847
Caucasian/White	81	7	9	42	52	24	30	8	10	847	81	9	52	30	10	847	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	5	56	2	22	837	9	0	22	56	22	837	2256	2	25	40	34	834
No	79	7	9	45	57	21	27	6	8	848	79	9	57	27	8	848	12225	23	56	17	4	853
Current LEP																						
Yes	2										2						324	5	34	36	26	838
No	86	7	8	47	55	24	28	8	9	847	86	8	55	28	9	847	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	35	1	3	17	49	11	31	6	17	844	35	3	49	31	17	844	5277	10	46	29	15	844
No	53	6	11	30	57	15	28	2	4	849	53	11	57	28	4	849	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	88	7	8	47	53	26	30	8	9	847	88	8	53	30	9	847	14476	20	51	21	8	850
Gender																						
Female	40	2	5	21	53	14	35	3	8	847	40	5	53	35	8	847	7074	25	51	18	6	852
Male	48	5	10	26	54	12	25	5	10	847	48	10	54	25	10	847	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	9	43	35	14	843
No	88	7	8	47	53	26	30	8	9	847	88	8	53	30	9	847	13624	20	52	20	8	850
Gifted/talented program																						
Yes	11	4	36	7	64	0	0	0	0	862	11	36	64	0	0	862	700	69	30	1	0	867
No	77	3	4	40	52	26	34	8	10	845	77	4	52	34	10	845	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	33	0	0	18	64	8	29	2	7	847	33	0	64	29	7	847	8	8	39	29	24	841
B. less than one hour	63	7	13	27	50	15	28	5	9	848	63	13	50	28	9	848	51	17	53	22	8	849
C. one to two hours	5	0	0	1	25	2	50	1	25	836	5	0	25	50	25	836	36	24	52	18	5	852
D. more than two hours	0										0						5	29	45	18	9	852
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	6	27	13	59	3	14	0	0	855	26	27	59	14	0	855	31	35	50	11	4	856
B. good	51	1	2	22	51	15	35	5	12	845	51	2	51	35	12	845	47	16	55	21	7	849
C. fair	20	0	0	9	53	6	35	2	12	843	20	0	53	35	12	843	18	5	47	33	15	842
D. poor	4	0	0	1	33	1	33	1	33	835	4	0	33	33	33	835	3	2	39	37	22	839
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	48	5	12	18	44	15	37	3	7	846	48	12	44	37	7	846	32	27	54	14	5	853
B. They match some of what I have learned.	47	2	5	27	68	7	18	4	10	849	47	5	68	18	10	849	52	18	53	22	8	850
C. They match just a little of what I have learned.	3	0	0	0	0	2	67	1	33	833	3	0	0	67	33	833	12	11	45	29	15	844
D. There is no match.	2	0	0	1	50	1	50	0	0	841	2	0	50	50	0	841	4	6	34	33	26	838
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	13	0	0	4	36	4	36	3	27	836	13	0	36	36	27	836	15	13	42	28	17	844
B. about the same as my regular schoolwork	74	7	11	34	53	19	30	4	6	849	74	11	53	30	6	849	64	19	53	20	7	850
C. easier than my regular schoolwork	13	0	0	8	73	2	18	1	9	848	13	0	73	18	9	848	22	25	52	16	6	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	8	1	14	2	29	3	43	1	14	842	8	14	29	43	14	842	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	61	1	2	27	53	18	35	5	10	845	61	2	53	35	10	845	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	31	5	19	16	62	4	15	1	4	852	31	19	62	15	4	852	40	30	53	13	4	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	55	3	6	26	55	13	28	5	11	847	55	6	55	28	11	847	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	40	3	9	18	53	10	29	3	9	847	40	9	53	29	9	847	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	5	1	25	2	50	1	25	0	0	853	5	25	50	25	0	853	7	12	46	27	15	845
How much time do you spend reading at home each day?																						
A. more than one hour	20	3	18	8	47	4	24	2	12	848	20	18	47	24	12	848	19	26	53	15	6	853
B. 20 minutes to an hour	31	3	11	14	52	7	26	3	11	848	31	11	52	26	11	848	40	25	52	17	6	852
C. less than 20 minutes	8	0	0	6	86	0	0	1	14	847	8	0	86	0	14	847	15	18	51	21	10	849
D. I rarely read at home.	41	1	3	18	51	14	40	2	6	845	41	3	51	40	6	845	26	7	50	30	13	844
How do you feel about the following statement?																						
"My knowledge of reading will be useful to me as an adult."																						
A. strongly agree	30	3	12	13	50	6	23	4	15	847	30	12	50	23	15	847	42	27	51	15	6	853
B. agree	60	4	8	28	54	18	35	2	4	847	60	8	54	35	4	847	50	15	53	23	9	848
C. disagree	6	0	0	4	80	1	20	0	0	849	6	0	80	20	0	849	7	8	46	32	14	843
D. strongly disagree	3	0	0	1	33	0	0	2	67	833	3	0	33	0	67	833	2	6	39	35	21	840
Optional school/SAU question																						
A.	67	0	0	0	0	1	50	1	50	827	67	0	0	50	50	827						
B.	33	0	0	0	0	1	100	0	0	834	33	0	0	100	0	834						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Lisbon School Department
School:	Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	5	4	5	4	1952	13
	2007-2008	5	4	5	4	1657	11
	2008-2009	8	9	8	9	2116	15
	Cum. Total*	18	5	18	5	5725	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	57	44	57	44	5870	38
	2007-2008	64	53	64	53	5956	40
	2008-2009	36	41	36	41	5443	38
	Cum. Total*	157	47	157	47	17269	39
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	39	30	39	30	3982	26
	2007-2008	32	27	32	27	3729	25
	2008-2009	19	22	19	22	3556	25
	Cum. Total*	90	27	90	27	11267	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	28	22	29	22	3534	23
	2007-2008	19	16	19	16	3579	24
	2008-2009	24	28	24	28	3356	23
	Cum. Total*	71	21	72	21	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	27.7	49.5	27.7	49.5	28.6	51.1
A. Number	8	14	3.3	41.3	3.3	41.3	3.7	46.3
B. Data	16	29	8.6	53.8	8.6	53.8	8.9	55.6
C. Geometry	12	21	5.2	43.3	5.2	43.3	5.0	41.7
D. Algebra	20	36	10.6	53.0	10.6	53.0	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Lisbon School Department
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	87	8	9	36	41	19	22	24	28	841	87	9	41	22	28	841	14471	15	38	25	23	843
Ethnicity																						
African American/Black	1										1						367	6	24	26	44	831
American Indian or Native Alaskan	0										0						114	5	31	32	32	836
Asian or Pacific Islander	2										2						233	27	33	20	21	847
Hispanic	4										4						190	8	31	26	34	836
Caucasian/White	80	8	10	33	41	19	24	20	25	842	80	10	41	24	25	842	13567	15	38	25	22	843
Not Reported	0										0						0					
Identified disability																						
Yes	8	1	13	3	38	1	13	3	38	839	8	13	38	13	38	839	2242	2	12	22	63	824
No	79	7	9	33	42	18	23	21	27	842	79	9	42	23	27	842	12229	17	42	25	16	846
Current LEP																						
Yes	2										2						336	6	18	26	51	829
No	85	8	9	35	41	19	22	23	27	842	85	9	41	22	27	842	14135	15	38	25	23	843
Economically disadvantaged																						
Yes	34	2	6	9	26	9	26	14	41	836	34	6	26	26	41	836	5270	6	30	28	36	835
No	53	6	11	27	51	10	19	10	19	845	53	11	51	19	19	845	9201	20	42	22	16	847
Migrant																						
Yes	0										0						5	0	0	40	60	828
No	87	8	9	36	41	19	22	24	28	841	87	9	41	22	28	841	14466	15	38	25	23	843
Gender																						
Female	40	3	8	13	33	11	28	13	33	839	40	8	33	28	33	839	7070	15	39	25	22	843
Male	47	5	11	23	49	8	17	11	23	843	47	11	49	17	23	843	7401	14	36	25	25	842
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						857	5	25	33	37	835
No	87	8	9	36	41	19	22	24	28	841	87	9	41	22	28	841	13614	15	38	24	22	843
Gifted/talented program																						
Yes	11	6	55	4	36	1	9	0	0	861	11	55	36	9	0	861	700	68	27	3	1	866
No	76	2	3	32	42	18	24	24	32	839	76	3	42	24	32	839	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	33	2	7	14	50	5	18	7	25	842	33	7	50	18	25	842	8	8	24	24	44	833
B. less than one hour	63	6	11	20	37	13	24	15	28	842	63	11	37	24	28	842	51	12	38	26	23	842
C. one to two hours	5	0	0	1	25	1	25	2	50	827	5	0	25	25	50	827	36	19	40	23	19	845
D. more than two hours	0										0						5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	8	29	12	43	5	18	3	11	849	33	29	43	18	11	849	28	33	41	15	11	852
B. good	32	0	0	15	56	9	33	3	11	844	32	0	56	33	11	844	45	11	43	25	21	842
C. fair	30	0	0	8	32	5	20	12	48	833	30	0	32	20	48	833	21	3	27	35	35	834
D. poor	5	0	0	0	0	0	0	4	100	826	5	0	0	0	100	826	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	36	2	6	15	48	8	26	6	19	843	36	6	48	26	19	843	28	23	41	21	15	848
B. They match some of what I have learned.	49	4	10	15	36	10	24	13	31	840	49	10	36	24	31	840	52	13	40	25	21	843
C. They match just a little of what I have learned.	14	2	17	5	42	1	8	4	33	842	14	17	42	8	33	842	16	8	28	30	34	836
D. There is no match.	0										0						4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	22	1	5	7	37	5	26	6	32	840	22	5	37	26	32	840	32	6	34	29	32	837
B. about the same as my regular schoolwork	71	6	10	24	40	14	23	16	27	841	71	10	40	23	27	841	52	13	41	25	20	843
C. easier than my regular schoolwork	7	1	17	4	67	0	0	1	17	845	7	17	67	0	17	845	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	62	5	9	23	43	11	21	14	26	842	62	9	43	21	26	842	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	36	3	10	12	39	7	23	9	29	841	36	10	39	23	29	841	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	0	0	1	100	0	0	840	1	0	0	100	0	840	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	3	60	0	0	2	40	837	6	0	60	0	40	837	34	18	40	22	20	845
B. two or three days a week	31	5	19	11	42	5	19	5	19	847	31	19	42	19	19	847	35	14	38	26	21	843
C. two or three times each month	36	2	6	11	35	9	29	9	29	840	36	6	35	29	29	840	18	12	37	27	24	841
D. never or almost never	27	1	4	10	43	5	22	7	30	839	27	4	43	22	30	839	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	0										0						9	13	38	23	26	841
B. two or three days a week	2	0	0	0	0	1	50	1	50	832	2	0	0	50	50	832	17	11	37	26	26	841
C. two or three times each month	7	1	17	3	50	1	17	1	17	840	7	17	50	17	17	840	28	15	40	25	20	844
D. never or almost never	91	7	9	32	42	17	22	21	27	842	91	9	42	22	27	842	46	16	36	24	23	843
How do you feel about the following statement?																						
"My knowledge of mathematics will be useful to me as an adult."																						
A. strongly agree	60	5	10	24	47	11	22	11	22	843	60	10	47	22	22	843	52	19	41	22	18	846
B. agree	35	3	10	8	27	8	27	11	37	838	35	10	27	27	37	838	39	11	35	27	27	840
C. disagree	4	0	0	3	100	0	0	0	0	849	4	0	100	0	0	849	6	7	28	26	39	835
D. strongly disagree	1	0	0	0	0	0	0	1	100	828	1	0	0	0	100	828	3	4	25	28	43	832
Optional school/SAU question																						
A.	67	0	0	1	50	0	0	1	50	822	67	0	50	0	50	822						
B.	33	0	0	0	0	1	100	0	0	832	33	0	0	100	0	832						
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	16	18	16	18	2155	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	37	42	37	42	6687	47
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	28	32	28	32	3672	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	7	8	7	8	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	32.8	58.6	32.8	58.6	32.0	57.1
D. The Physical Setting	31	55	17.2	55.5	17.2	55.5	17.1	55.2
D1/D2 Earth/Space	17	30	9.8	57.6	9.8	57.6	9.4	55.3
D3/D4 Matter and Energy/Force and Motion	14	25	7.4	52.9	7.4	52.9	7.7	55.0
E. The Living Environment	25	45	15.6	62.4	15.6	62.4	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 8
 SAU: Lisbon School Department
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	88	16	18	37	42	28	32	7	8	847	88	18	42	32	8	847	14263	15	47	26	12	846
Ethnicity																						
African American/Black	1										1						360	4	31	35	30	835
American Indian or Native Alaskan	0										0						114	8	39	31	22	839
Asian or Pacific Islander	2										2						230	20	44	23	13	848
Hispanic	4										4						184	9	45	29	16	842
Caucasian/White	81	16	20	35	43	25	31	5	6	848	81	20	43	31	6	848	13375	15	47	25	12	846
Not Reported	0										0						0					
Identified disability																						
Yes	9	0	0	2	22	5	56	2	22	836	9	0	22	56	22	836	2221	3	22	36	38	832
No	79	16	20	35	44	23	29	5	6	848	79	20	44	29	6	848	12042	17	51	24	7	848
Current LEP																						
Yes	2										2						331	4	20	39	37	832
No	86	16	19	37	43	27	31	6	7	847	86	19	43	31	7	847	13932	15	48	25	12	846
Economically disadvantaged																						
Yes	35	4	11	14	40	13	37	4	11	844	35	11	40	37	11	844	5184	6	40	33	21	840
No	53	12	23	23	43	15	28	3	6	849	53	23	43	28	6	849	9079	20	51	21	8	849
Migrant																						
Yes	0										0						5	0	0	80	20	829
No	88	16	18	37	42	28	32	7	8	847	88	18	42	32	8	847	14258	15	47	26	12	846
Gender																						
Female	40	5	13	17	43	15	38	3	8	846	40	13	43	38	8	846	6953	14	47	28	11	846
Male	48	11	23	20	42	13	27	4	8	848	48	23	42	27	8	848	7310	16	46	24	13	846
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						828	5	35	40	20	839
No	88	16	18	37	42	28	32	7	8	847	88	18	42	32	8	847	13435	16	48	25	12	846
Gifted/talented program																						
Yes	11	7	64	4	36	0	0	0	0	865	11	64	36	0	0	865	699	65	34	2	0	865
No	77	9	12	33	43	28	36	7	9	844	77	12	43	36	9	844	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 8
SAU: Lisbon School Department
School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	33	5	18	14	50	7	25	2	7	848	33	18	50	25	7	848	8	8	34	28	30	837
B. less than one hour	63	10	19	22	41	18	33	4	7	847	63	19	41	33	7	847	51	14	48	27	11	846
C. one to two hours	5	0	0	1	25	2	50	1	25	832	5	0	25	50	25	832	36	19	48	24	9	848
D. more than two hours	0										0						5	17	49	20	14	847
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	22	8	42	5	26	3	16	3	16	851	22	42	26	16	16	851	23	27	47	17	8	851
B. good	53	7	16	17	38	19	42	2	4	846	53	16	38	42	4	846	53	15	50	26	10	847
C. fair	24	0	0	14	70	5	25	1	5	847	24	0	70	25	5	847	20	4	43	35	18	840
D. poor	1	0	0	1	100	0	0	0	0	842	1	0	100	0	0	842	4	4	27	34	35	834
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	41	9	26	14	40	10	29	2	6	849	41	26	40	29	6	849	26	20	49	23	9	849
B. They match some of what I have learned.	52	6	14	21	48	14	32	3	7	847	52	14	48	32	7	847	51	14	48	26	11	846
C. They match just a little of what I have learned.	4	0	0	1	33	1	33	1	33	832	4	0	33	33	33	832	18	13	44	28	15	844
D. There is no match.	4	0	0	1	33	2	67	0	0	840	4	0	33	67	0	840	4	5	33	30	32	836
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	25	2	10	11	52	6	29	2	10	845	25	10	52	29	10	845	32	13	45	28	14	844
B. about the same as my regular schoolwork	71	13	22	24	40	19	32	4	7	848	71	22	40	32	7	848	56	15	49	25	11	847
C. easier than my regular schoolwork	5	0	0	2	50	2	50	0	0	845	5	0	50	50	0	845	11	21	43	22	13	847
How hard did you try on the science part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	59	7	14	23	46	18	36	2	4	847	59	14	46	36	4	847	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	40	8	24	13	38	9	26	4	12	847	40	24	38	26	12	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	1	0	0	1	100	0	0	0	0	842	1	0	100	0	0	842	6	8	36	29	26	839
Which courses do you plan to take before you graduate from high school?																						
A. earth and space science and/or biology	29	3	13	14	58	4	17	3	13	847	29	13	58	17	13	847	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	7	41	4	24	6	35	0	0	851	20	41	24	35	0	851	23	17	49	22	12	847
C. the course(s) described in B, plus physics	15	4	31	3	23	4	31	2	15	845	15	31	23	31	15	845	21	31	44	17	7	852
D. a life science and physical science class	36	1	3	16	53	12	40	1	3	846	36	3	53	40	3	846	30	7	46	32	14	842
How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."																						
A. strongly agree	29	8	32	12	48	4	16	1	4	852	29	32	48	16	4	852	27	23	47	20	10	849
B. agree	35	6	20	11	37	9	30	4	13	846	35	20	37	30	13	846	37	14	47	27	12	846
C. disagree	21	0	0	10	56	8	44	0	0	846	21	0	56	44	0	846	25	11	48	29	12	845
D. strongly disagree	14	1	8	4	33	6	50	1	8	842	14	8	33	50	8	842	11	9	44	31	17	842
How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."																						
A. strongly agree	29	5	20	15	60	4	16	1	4	850	29	20	60	16	4	850	31	22	46	22	10	849
B. agree	46	9	23	14	36	13	33	3	8	849	46	23	36	33	8	849	50	14	49	26	11	846
C. disagree	21	1	6	6	33	9	50	2	11	841	21	6	33	50	11	841	14	9	45	31	15	843
D. strongly disagree	4	0	0	2	67	1	33	0	0	843	4	0	67	33	0	843	5	3	38	34	25	837
Optional school/SAU question																						
A.	67	0	0	1	50	1	50	0	0	835	67	0	50	50	0	835						
B.	33	0	0	0	0	1	100	0	0	834	33	0	0	100	0	834						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number